DOCUMENT RESUME

ED 236 487 CG 017 037

AUTHOR Carlson, Nancy; And Others
TITLE Unified State Plan for Guidance, Counseling and Placement in Colorado. Postsecondary.
INSTITUTION Colorado State Board for Community Colleges and Occupational Education, Denver.
PUB DATE Aug 82
NOTE 68p.; For related documents, see CG 017 035-036.
PUB TYPE Guides - Non Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Career Awareness; *Career Counseling; Community Resources; Counseling Services; Counselors; Guidance Objectives; *Guidance Programs; Lifelong Learning; *Needs Assessment; Outcomes of Education; *Postsecondary Education; *School Counseling; School Guidance; *Student Personnel Services

ABSTRACT

This guide, one of three units in the Colorado state plan for guidance program development, is written for educators as both a guideline and a needs assessment instrument to assist in the identification of deficit areas in school guidance programs. In a beginning section, this unit for the postsecondary level provides a brief philosophy of guidance and definitions of commonly used terms, (e.g., guidance, counseling, career education). The three areas covered by the state plan are presented and include: (1) program components (guidance, counseling, and budget, staff, and facilities); (2) student outcomes in 11 areas (e.g., conflict resolution, career planning, responsibility, decision making); and (3) use of resources (business, industry, community). The format of the guide is a series of charts which present either goals and objectives, and sections for recording current activities and the strengths and weaknesses of the current program (Program Components section); or suggested activities/topics and space for marking current practice at each grade level (Student Outcomes section). The Use of Resources section lists suggestions for a resource file and provides program planning sheets. The statement of purpose and membership list for the Colorado Advisory Council for Guidance, Counseling and Placement is also included. (BL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED236487

UNIFIED STATE PLAN

FOR GUIDANCE, COUNSELING, AND PLACEMENT IN COLORADO POSTSECONDARY

CG017037

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

+ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Clair E. Glassing

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

COLORADO STATE BOARD
COMMUNITY COLLEGES and OCCUPATIONAL EDUCATION

UNIFIED STATE PLAN
for
Guidance, Counseling and Placement
in
Colorado

Postsecondary

Nancy Carlson
Helen Denton
Bill Duncan
Clair Glassing
Tom Graves
Marion Shaw
Robert Stokes

A joint project of the

Colorado Department of Education

and the

Colorado State Board for Community Colleges and Occupational Education

August 1982

CG 017037

COLORADO STATE BOARD OF EDUCATION

Dorothy Gottlieb, Chairman	Denver
Jacquie Haughton, Vice-Chairman	Lakewood
Donald Ament	Iliff
J. David Huskin	Englewood
Frank J. Ricotta	Pueblo

COLORADO STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

Angelo M. Daurio, Chairman	Arvada
Ross Forney, Vice-Chairman	Denver
C. Gordon Dickinson	Sterling
Dr. Elinor Miller Greenberg	Littleton
Thomas T. Grimshaw	Lakewood
Raymond L. Guerrie	Glenwood Springs
Carl Gustafson	Denver
Isaiah Kelley, Jr.	Denver
Fred W. Valdez, Sr.	Pueblo

TABLE OF CONTENTS

SECTION		PAGE
I.	Acknowledgements	1
II.	Use of the Postsecondary Unified State Plan	2
III.	Philosophy	3
IV.	Definitions	5
V.	Program Components	7
VI	Student Outcomes	18
VII.	Business, Industry and Community Resources	31
VIII.	Planning Sheets	33
IX.	Colorado Joint Advisory Council for Guidance, Counseling and Placement	36

ACKNOWLEDGMENTS

Special thanks to Dr. Calvin M. Frazier, Commissioner of Education, and Mr. James Wilson, Director, State Board for Community Colleges and Occupational Education, for their support of this project.

The Colorado Association for Commerce and Industry deserves much credit for bringing together the original Collaborative Conference on Guidance and Counseling out of which this project grew.

Many individuals across the State have provided feedback to the Steering Committee during the development of this Plan. This feedback has been especially helpful in producing a Plan which should be of maximum usefulness to Colorado educators.

A writing team composed of Nancy Carlson, Arapahoe-Douglas Area Vocational School, Helen Denton, Colorado Northwestern Community College, Bill Duncan, Delta-Montrose Area Vocational School, Clair Glassing, State Board for Community Colleges and Occupational Education, Tom Graves, Mesa College, Marion Shaw, Mesa College and Robert Stokes, Mesa College, contributed much to the body of this plan. Shari Bower, Mesa College secretary, deserves special thanks for the typing of this plan.

Members of the Colorado Joint Advisory Council for Guidance Counseling and Placement are also recognized for their input and revision of this plan.

II

USE OF THE POSTSECONDARY UNIFIED STATE PLAN

This Plan has been developed as both a guideline to give direction to guidance program development, and as a needs assessment instrument to assist in the identification of those areas that need to be strengthened in local programs. While all areas included in the Plan may be legitimately considered to belong in the counselor's work role, it does not necessarily follow that the counselor would be responsible for the direct delivery of all services. Counselors should, however, ensure that these services are available to the students in their institutions. This role may sometimes call for direct service delivery, but at other times the counselor will serve as a coordinator/resource person to others involved in the direct delivery of services.

This Plan is not intended as an evaluation instrument of either counselors, placement officers, or guidance programs. Using the Plan as a needs assessment instrument should be helpful to local educators in setting goals and developing programs. Because of the wide range of school populations and guidance and placement staffs in schools of the State, each institution will need to decide what is feasible for them to establish for program goals. Evaluation of the implementation of this Plan is a local-level responsibility.

The Plan is built around three areas:

(1) Program Components

(2) Student Outcomes

(3) Use of Resources

The Plan will provide direction for guidance, counseling and placement program development and improvement. While wide-spread use of the Plan will result in more commonality in programs across the State, it is recognized that local needs and situations must always be considered and modifications made as necessary.

III

PHILOSOPHY

Guidance and counseling programs are educational facets which are essential, not supplementary, --to teaching.

Guidance programs should assure that:

1. All individuals benefit from guidance services
2. The services provided will help individuals:
    a. Adapt to their current environments
    b. Gain maximum benefit from present opportunities
    c. Set realistic educational, social, and career goals and select appropriate ways of reaching those goals
    d. Achieve self-direction based upon increased self-knowledge and acceptance
3. Guidance services facilitate understanding among all the significant persons and agencies which influence individuals' efforts to reach their goals. Such facilitation does not result in usurping the responsibilities and rightful concerns of families and other institutions and agencies influencing the individual's development.
4. The guidance staff functions as resource persons to other staff members in providing requested information, promoting increased understanding of individual needs, and lending support to individuals.
5. Well-trained guidance personnel be given the responsibility for coordinating the guidance program.

Other resources must be identified and used as appropriate.

Two State agencies are involved in providing assistance to counselors and other school personnel in program development. The Guidance Services section of the State Board for Community Colleges and Occupational Education and the Guidance Consultant at the Colorado Department of Education are available to work throughout the State. These services are available at no cost. A brief description of areas where these resources may be tapped are:

SBCCOE - Assistance to Postsecondary schools is in the areas of vocational/career development and job placement services. Consultation, staff development and workshop experiences are offered to LEAs. The Career Van program brings to rural districts an exciting program of career/vocational guidance and exploration.

CDE - Consultation services are available to all schools and districts of the State, both public and private. This assistance could be directed toward help with needs assessments, organization and administration of guidance programs, and developing specific activities to address given identified needs or goals. In addition, in-service education programs can be developed to speak to local staff needs - not only counseling staff, but total school staff. Statewide and regional conferences and workshops are held periodically to deal with timely topics and concerns. Particular attention is given to working through BOCS networks to provide regional assistance while reducing the number of meetings people must organize or attend.

CDE is concerned with the total educational program of all school districts in the State.

HIGHER EDUCATION - The counselor education staffs of the State's colleges and universities are valuable resources for schools/districts to use in developing and improving guidance programs. These people are available to provide staff development experiences or consultation. In some cases, entire training experiences may be developed (for credit) to address local needs or concerns. Colleges and universities provide research staffs and materials which districts may use in conducting local studies.

AREA VOCATIONAL SCHOOLS - The staffs of the area vocational schools could assist in inservices for job placement, work opportunities, and developmental programs. They can help give the school staffs and the community a better understanding of vocational training as a step toward employment or additional training.

IV

DEFINITIONS

Guidance Services: Guidance Services focus on the development in all individuals of the skills and attitudes for responsible self-management and rational self-direction of their lives,--the development of personal competency and personal adequacy. Guidance Services is the umbrella, or the over-all term, which includes all of those services which may be guidance or counseling in nature. Counseling is only one of the guidance services. Other such services may be orientation, testing, placement, occupational information, educational advising, follow-up, career planning and others as identified by local counseling staffs in response to identified local needs.

Guidance: Guidance is both process and program. The guidance process helps individuals unify all of their learning activities and experiences. Guidance programs are devoted to (1) learning about individuals and their needs and the effects of educational experiences on them, and (2) facilitating improvements and changes in the learning program and environment to better meet individual needs efficiently and humanely.

Guidance is also a program consiting of activities and services that aid the individual in choices, decisions, and problem solving as these relate to personal values and life objectives. The program is aimed at helping the person achieve self-identity and personal adequacy.

Counseling: "Counseling" is often incorrectly used synonymously and interchangeably with "guidance". It provides a direct, personal way of helping the individual in a one-to-one or small group basis. Counseling operates on a more intense level than guidance and focuses on the specific needs of an individual. The counseling process utilizes various counseling techniques and tools which assist the client in sorting through alternatives, making decisions, and solving problems.

Counselor: The counselor is the person on the staff who has special training for assessing the specific needs of each student and for coordinating an appropriate guidance program in the educational, vocational, and personal-social domains. While guidance is a function of every member of the educational team, the responsibility for leadership of the guidance program is one of the primary functions of the counselor. The counselor has been trained in various helping skills and is prepared to work closely with individuals in assisting them with normal developmental concerns, decisions, sorting through options, problem solving, and planning, as well as coping with crisis.

Career Education: Career Education is a K-Adult concept that integrates career-related activities into regular classroom work and makes studies relate to student growth toward worthwhile careers,--a partnership between schools and the community. It teaches students about the demands of various careers and the lifestyles that may be associated with them. Career education provides for students in elementary schools an awareness of their own abilities and interests and of people and careers in their communities; for junior high school and middle school students an opportunity to explore various careers on a first-hand basis; for high school and postsecondary students a preparation for careers or for further studies leading to a career; awareness, exploration, and preparation for persons from kindergarten through adulthood.

Career Guidance: Career guidance is an organized program to assist an individual assimilate and intergrate knowledge, experience, and appreciation related to: (1) self-understanding; (2) understanding of the work, society, and those factors that affect its constant change, including worker attitude and discipline; (3) awareness of the part leisure may plan in a person's life; (4) understanding of the necessity for the multitude of factors to be considered in career planning; and (5) understanding the information and skills necessary to achieve self-fulfillment in work and leisure.

Vocational Education: That part of the educational system offering programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career.

Vocational Guidance: The broad purpose of vocational guidance is to help persons to know, to accept, and to respect their own abilities, interests, and aptitudes; then match these with realistic vocational goals; and finally, proceed with maximum effectiveness toward these goals.

Job Development: That part of the educational system by which, through interaction with business/labor/industry, present and future manpower needs are assessed, with recommendations made pertaining to present and future vocational programs.

Job Placement: That part of the education system which expedites the obtaining of jobs for "completors" in a field related to their training or in which they want to work.

PROGRAM COMPONENTS: GUIDANCE

Guidance services should include developmental programs that will enhance the individual's personal competency and personal adequacy. Guidance is both a process and program.

GOALS	OBJECTIVES	Presently doing X	Strengths & weaknesses of the present program Goals and/or objectives
1. Orientation a. of students new to school at beginning of year.	1. Orientation a. to provide a program for beginning of school year to orient groups of students to each other, faculty, staff and advisors, facility, rules, curriculum, registration and scheduling of classes.		
b. of students new to school throughout school year.	b. to provide program to orient individual students to the above at any time during school year.		
c. of students new to vocational programs.	c. to provide written information and tours to explain availability of vocational career and school programs.		
d. of students, staff to counseling and appropriate services, agencies, personnel.	d. to provide written information and consultation time to discuss counseling and guidance services available.		
2. Articulation a. between schools of same educational levels.	2. Articulation a. to provide written information and meeting time regarding requirements, curriculum, activities, etc. to facilitate transfer of students from one school to another.		
b. between schools of different educational levels.	b. to provide written information and meeting time regarding school expectations, policies, course selection, activities, curriculum.		
3. Transition a. from home to school.	3. Transition a. to provide through individual and group counseling and guidance activities to increase independence, self-acceptance and coping behaviors.		
b. secondary to postsecondary schools, additional training and/or employment.	b. to provide group orientation and/or personal advising to students for expression of their personal concerns. The above may be by guidance personnel or other staff members		

PROGRAM COMPONENTS: GUIDANCE

GOALS	OBJECTIVES	Presently doing X	Strengths & weaknesses of the present program Goals and/or objectives
c. postsecondary to employment and/or additional training.	c. to provide group orientation and/or personal advising to students for expression of their personal concerns. The above may be by guidance personnel or other staff members.		
4. Teaching skills and information needed in new environments. a. study skills, work habits and communication skills. b. program requirements and course sequencing to meet certificate, diploma and degree requirements. c. job applications, resumes, and interviews. d. community and school.	4. Teaching skills and information needed in environments. a. to provide faculty and appropriate staff with units of information which can be used for advising students. b. to provide written information about requirements . . to provide conference time for students to discuss their own course requirements and choices as they relate to future career/life goals. c. to provide opportunities for students to gain experience in completing job applications/resumes, and participate in job interviews by working with institutions, business and industry, governmental units and educational institutions. d. to provide students, faculty and staff with career and learning resources.		
5. Developmental Needs a. developing self understanding. b. developing relationships with others. c. developing responsible behavior.	5. Developmental Needs a. to provide students with self assessment opportunities and skill development in this area. b. to provide group sessions for students to enhance social skills and social consciousness. c. to provide learning experiences (seminars, workshops, classroom presentations, etc.) for students to develop assertiveness and time management skills as well as attendance, promptness and completion of tasks.		

PROGRAM COMPONENTS: GUIDANCE

GOALS	OBJECTIVES	Presently doing X	Strengths & weaknesses of the present program Goals and/or objectives
6. Career Guidance a. by providing career/life information.	6. Career Guidance a. to provide current materials in a career information center and to provide opportunities for students to inventory and/or test interests, aptitudes and other components necessary for career/life information and planning.		
b. opportunities for value clarification, decision making skills, and problem solving skills.	b. to provide assistance to faculty in the classroom, to counselors in small groups and individual counseling sessions and provide information to use in an advisor program with students.		
c. opportunities for goal setting.	c. to provide students an opportunity to participate in individual or group experiences and learn the process of goal setting and to actually set short and long term goals.		
7. Classroom Guidance Activities a. develop knowledge about content of school programs and curriculum therein.	7. Classroom Guidance Activities a. to assist students in becoming familiar with the school programs and receiving and developing a close familiarity with the college catalogs and other printed materials; by interviewing appropriate personnel to obtain further information; the counselor may attend and participate in curriculum and department meetings and activities.		
b. input in writing and developing curriculum.	b. to be a consultant for existing curriculum and in writing and developing new curriculum.		

PROGRAM COMPONENTS: GUIDANCE

GOALS	OBJECTIVES	Presently doing X	Strengths & weaknesses of the present program. Goals and/or objectives
8. Leadership Coordination and Advocacy Role for Counseling a. coordination of student personnel with services within the school. b. coordinating continuous guidance service throughout people's lives. c. to be a student advocate. d. to be a counseling advocate.	8. Leadership Coordination and Advocacy Role for Counseling a. to give assistance to students, parents, faculty, other personnel and agencies by coordinating referral services. b. to provide completing students with information and services to foster independence with career planning and decision making. c. to serve as an advocate in circumstances where a student brings concerns to the counselor about treatment in the school by explaining extant school policy, rules and procedure including grievance procedure and as a student advocate in the school setting in staffings, conferences, curriculum activities, etc. d. to increase understanding of counseling role and function.		
9. Flexible guidance programs to provide services for special needs population, e.g., displaced homemakers, handicapped, disadvantaged persons, the individual making mid-life career changes, etc.	9. a. evaluation services for individual assessment. b. to provide services to assist in individual career and life planning. c. to maintain an up-to-date listing of referral sources available within the community. d. to be familiar with internal institutional/educational resources available for referral or assistance.		

PROGRAM COMPONENTS: COUNSELING

Counseling services should facilitate the positive growth and development of all aspects of each individual's life. In order to best serve individuals, the program emphasis should be developmental and preventive rather than remedial and crisis oriented. Counseling is a professional service with concerns that center on choice and decision-making processes regarding self, others and environmental influences such that the individual is assisted in learning to take control of his/her life.

GOALS	OBJECTIVES	Presently doing X	Strengths & weaknesses of the present program Goals and/or objectives
1. Facilitate systematic planning and goal setting and implementation of educational, career/life and personal decisions.	1. a. Provide access for each student to meet with a counselor and/or faculty advisor. Confidential and open lines of communication are essential. b. Because individual counseling is not sufficient to meet the needs of large numbers of students, counselors and teachers will provide group opportunities. c. Work with staff to include educational career/life and personal planning within the curriculum. d. Provide opportunities for personal assessment.		
2. Assist students in the development of effective personal, social, and interpersonal relationships.	2. a. Provide inclusion of communication and conflict resolution skill building within curriculum. b. To heighten awareness of a sense of consciousness about sexism, racism handicapped and other forms of discrimination and prejudice. c. Help individuals clarify personal values. d. To provide assistance where necessary to enable students to initiate meetings with faculty to confer on problems and gather information.		

GOALS	OBJECTIVES	Presently doing X	Strengths & weaknesses of the present program. Goals and/or objectives
3. Provide leadership within the school community for establishing a climate conducive to cooperative human relations.	3. a. Work with staff to coordinate educational services to students. b. Identify students whose needs are not being met by existing programs and initiate activity to plan new programs. c. Actively participate in and assist in staff meetings and other school committees in new educational planning and campus activities.		
4. Provide consultant services for faculty, administration and staff.	4. a. Serve as a liaison with different departments. b. Hold inservice workshops to develop and improve staff skills in interpersonal relations and communication skills. c. Assist in the identification of students having special needs. d. Encourage staff to initiate requests for assistance with students when appropriate.		
5. When implementing the above counseling services, the staffing organization should reflect the strengths, experiences, weaknesses and personalities of the counseling staff. Primary concern is how best to meet needs of students. Personnel of the department should participate in staffing decisions.	5. a. Counselors are available to all students. b. Assignments include specialization in one or more of the following: *business and industry *department chairperson or manager *career and vocational information *college and scholarship information *crisis intervention *personal/social counseling *group guidance *staff consulting *liaison with special services *liaison with community services		

PROGRAM COMPONENTS: COUNSELING

GOALS	OBJECTIVES	Presently doing X	Strengths & weaknesses of the present program Goals and/or objectives
	5. c. Counselors do personal/social counseling. It is strongly recommended that counseling staff avoid fragmentation in offering services. The emphasis should be on coordination of specialized areas.		

POSTSECONDARY

PROGRAM COMPONENT: PLACEMENT

Placement is the cooperative responsibility of the postsecondary institution and the community. It involves any kind of legitimate activity which prepares the student, the non-completer, or the current graduate, for the next experience, i.e., employment, further education, retraining, upgrading, or job training of any kind.

Placement into the world of work requires a decision as to the kind of work the student is desiring, meeting the requirements for this work (training, physical, educational, and psychological), and the willingness to relocate.

In most institutions, placement will be the cooperative responsibility of the job placement office and the instructional staff, with appropriate assistance from counselors and administrators. It will be necessary for the counselors, instructors and administrators to work with advisory committee respresentatives of Colorado Division of Employment and Training and any other appropriate agencies.

Most postsecondary institutions have already established a placement system to serve the entire student body. Such systems require the cooperation of the above named personnel.

Regardless of whether job placement personnel or counselors in the individual institution handle the placement function, there are several forms and letters which will be necessary. The necessary placement forms should be developed to meet the needs of the individual institution.

GOALS	OBJECTIVES	Presently doing X	Strengths & weaknesses of the present program Goals and/or objectives
1. Place students into meaningful employment.	1. a. Students will be placed in work settings appropriate to their level of occupational preparation. b. Both on and off campus interviews with business and industry will be provided. c. Students may gain readiness for placement by taking interest tests, aptitude tests, achievement tests, skills tests, learning job search and application skills as well as courses to determine qualifications and entrance requirements. d. Students may serve apprenticeships, work in summer and part-time jobs, participate in shadowing programs, or take courses to determine their work interests.		

PROGRAM COMPONENT: BUDGET, STAFF AND FACILITIES

GOALS	OBJECTIVES	Presently doing X	Strengths & weaknesses of the present program Goals and/or objectives
1. Adequate money provided to support guidance activities and purchase guidance and counseling materials.	1. a. Money should be budgeted for purchase of materials in addition to testing materials, postage, paper, etc. b. Support provided for staff development including underwriting registration fees and mileage for attendance at conferences, workshops, and job placement contacts. c. Funds to support expenses for guest speakers and/or field trips for groups or individuals. d. Counselors know funding sources, both public and private, which may be tapped to assist in implementing new projects or supporting guidance programs.		
2. Guidance and Counseling programs are staffed by qualified personnel.	2. a. Counselors are appropriately certified and endorsed by Colorado Department of Education. b. Vocational counselors are credentialed appropriately by State Board for Community Colleges and Occupational Education. c. If staffing a department, diversity of personnel should be sought; if possible, current guidance personnel should be involved in recommendations for hiring new people. d. Adequate secretarial/paraprofessional staff should be provided to assist counselors with clerical and information giving functions.		

GOALS	OBJECTIVES	Presently doing X	Strengths & weaknesses of the present program. Goals and/or objectives
2. Individual(s) responsible for placement should have knowledge of employment opportunities available on a local, state & regional basis.	2. a. Students will be advised about the job market and opportunities through the placement function. b. Students will have opportunities to learn about resources such as: job placement personnel in CETA and AVS, job service centers, employment agencies, cooperative education programs, apprenticeships councils, and private business/industry personnel offices. c. Both on and off campus interviewing with business and industry will be provided.		
3. Maintain up-to-date records, files, company and employment profiles.	3. a. Students can readily avail themselves to career/employment information in making career/working decisions. b. Develop a follow-up system on former students.		

GOALS	OBJECTIVES	Presently doing X	Strengths & weaknesses of the present program Goals and/or objectives
	e. Counselors are involved in professional growth activities on a continuous basis and participation in professional guidance and counseling associations and community organizations should be encouraged.		
3. Adequate facilities to carry on guidance and counseling functions are provided.	3. a. Guidance area separated from administrative offices and should provide or be:		
	b. accessible by direct entrance with provisions to accomodate the handicapped.		
	c. readily accessible to students and faculty.		
	d. flexible in design to allow for both individual and group sessions.		
	e. reception area to accomodate secretarial staff, furniture, equipment, seating for visitors, etc.		
	f. private counseling offices.		
	g. conference areas.		
	h. offices for support staff, i.e. social workers, psychologists.		
	i. career/life planning center.		
	j. secure location for student records.		
	k. flexibility to allow guidance center to be altered to meet new needs and/or programs.		

VI

STUDENT OUTCOMES

Each of the following pages is organized around one of the student outcomes about which counselors are concerned. There are eleven outcomes which are in the guidance and counseling domain. While the counselor in the school is sort of gatekeeper to insure that each of these outcomes is addressed, the counselor is not necessarily responsible for performing the activities which produce the desired outcomes. The counselor, however, is a facilitator to assure that quality is achieved in each of the outcomes. The counselor assumes leadership in the achievement of these outcomes. In many cases curricular activities are geared toward the outcome. In some cases a team effort by several staff persons may be required in order to achieve the outcome. In all cases the counselor may serve a coordination and resource role in the achievement of the outcomes.

The following pages are designed to serve as status and needs assessment instruments. In the upper left corner of the page the outcome is listed. Next to this outcome you may indicate any existing programs or efforts in your school which already are related to this outcome. Under the outcome are listed suggested activities and/or topics which may support the achievement of the outcome when implemented within the school program. The column headed "X" can be used to indicate those topics or activities which are already in operation in the school (you may wish to rate your program on a 1-5 scale), while the columns headed "on-going, 13, 14, 15, 16, Graduate" may be used to briefly indicate the manner or area where this activity/topic is being conducted or covered.

STUDENT OUTCOMES

Students will be provided an opportunity to:

I. Understand the interrelatedness of personal responsibility, regular attendance, good work and study habits, and career/life planning.

II. Recognize the relationship between the development of personal life style and environmental influences.

III. Identify abilities, analyze achievements and explore interests while developing positive attitudes and values toward career/life planning and the world of work.

IV. Investigate career/vocational interest areas and consider preferred as well as alternate choices.

V. Discuss with a counselor/advisor their aspirations, personal problems, concerns and future plans.

VI. Learn decision-making and problem-solving strategies which contribute to personal growth, adaptability, and continuous learning.

VII. Learn about individual differences and the skills necessary to live in a changing society.

VIII. Develop skills for communicating with others.

IX. Learn conflict resolution and negotiation skills.

X. Understand the roles of various business, community, and government agencies and learn how to use their services.

XI. Implement decisions by learning how to complete necessary forms and procedures.

Student Outcome	Presently doing?	How do we rate?	Existing programs or efforts which are related to this outcome					
1. Students will be provided an opportunity to understand the interrelatedness or personal responsibility, regular attendance, good work and study habits, and career/life planning.								
Suggested activities/topics:			on-going*	13	14	15	16	Graduate
1. Study Skills								
2. Survey of study styles and relate to achievement								
3. Role play good study situations								
4. Self assessment re: modes of study, etc.								
5. Learn time management								
6. Correlating of attendance and grades to world of work								
7. Importance of completing tasks on time								
8. Business/industry speakers								
9. Writing resumes								
10. Shadowing								
11. Role play situations related to positive/negative attitudes								
12. Learn techniques for "selling" oneself								
13. Establish Advisory/Support Group								
14. Student contracts								

*These activities or topics may be offered during any semester/quarter, on a workshop or seminar basis, and/or through supplemental services programs.

Student Outcome	Presently doing?	How do we rate?	Existing programs or efforts which are related to this outcome					
11. Students will be provided an opportunity to recognize the relationship between the development of personal life styles and environmental influences.								
Suggested activities/topics:			on-going	13	14	15	16	Graduate
1. Identify life style components								
2. Identify influencers, both facilitators and inhibitors								
3. Study biographies								
4. Guest Speakers								
5. Drug/Alcohol Issues								
6. Case Studies								
7. Group Counseling re: divorce, peers death, loss, drugs, etc.								
8. Sex roles and identity related to traditional/non-traditional work								
9. Developing budgets and gathering consumer information								
10. Leisure activity analysis								

Needs:

Student Outcome	Presently doing?	How do we rate?	Existing programs or efforts which are related to this outcome					
III. Students will be provided an opportunity to identify abilities, analyze achievements, and explore interests while developing positive attitudes and values toward career/life planning and the world of work.								
Suggested activities/topics:			on-going	13	14	15	16	Graduate
1. Interest inventories								
2. Develop tentative plans								
3. Develop and maintain personal files								
4. Shadowing								
5. Relate achievements to career possibilities								
6. Values Clarification								
7. Aptitude Tests								
8. Self Concept Building								
9. Analyze personal achievements including leisure and community								
10. Identify personal strengths and weaknesses.								
11. Work experiences/internship								

Needs:

Student Outcome	Presently doing?	How do we rate?	Existing programs or efforts which are related to this outcome					
IV. Students will be provided an opportunity to investigate career/vocational interest areas and consider preferred as well as alternate choices.								
Suggested activities/topics:			on-going	13	14	15	16	Graduate
1. Shadowing								
2. Career awareness activities								
3. Field trips								
4. Speakers								
5. Use of references and resources								
6. Use of community resources and of agencies								
7. Use of interest inventories to develop "interest areas"								
8. Use of job satisfaction/ information surveys								
9. Career Resource Center								
10. Work study programs								
11. Information on training programs, apprenticeships, etc.								
12. Career ladders								
13. Internships								

Needs:

Student Outcome	Presently doing?	How do we rate?	Existing programs or efforts which are related to this outcome					
V. Students will be provided an opportunity to discuss with a counselor/advisor their aspirations, personal problems, concerns, and future plans.								
Suggested activities/topics:			on-going	13	14	15	16	Graduate
1. Develop a life planning folder with profiles and plans								
2. Individual counseling sessions								
3. Group counseling sessions								
4. Draw life lines								
5. Orientation								
6. Sessions for explaining counseling services								
7. Peer counseling								
8. Counselors visit sending schools								
9. Explain requirements and rules to students								
10. Discuss relationship of course selection to opportunities								
11. Rap groups, student forums								
12. Get acquainted activities								
13. Design ways for counselors/advisors/instructional staff accessible to students								

Needs:

Student Outcome	Presently doing?	How do we rate?	Existing programs or efforts which are related to this outcome					
VI. Students will be provided an opportunity to learn decision making and problem solving strategies which contribute to personal growth, adaptability, and continuous learning.								
Suggested activities/topics:			on-going	13	14	15	16	Graduate
1. The roles of facts and feelings in decisions								
2. Effect of emotion and stress on rational decision making								
3. Setting priorities								
4. Making decisions								
5. Living with the consequences of one's decisions								
6. Reversing decisions								
7. Role playing								

Needs:

Student Outcome	Presently doing?	How do we rate?	Existing programs or efforts which are related to this outcome					
VII. Students will be provided an opportunity to learn about individual differences.								
Suggested activities/topics:			on-going	13	14	15	16	Graduate
1. Tests, inventories, etc. to identify differences								
2. Individual uniqueness and interests								
3. Group and individual characteristics								
4. Discriminatory practices								
5. Fear and rejection								
6. List differences and similarities								
7. Impact of "labeling" people								
8. Skills for coping with differences in ourselves and others								
9. Individual biases and stereotypes								
10. Implications of individual differences for career/life plans								
11. Activities for appreciation of multi-ethnic/cultural heritages								

Needs:

Student Outcome	Presently doing?	How do we rate?	Existing programs or efforts which are related to this outcome					
VIII. Students will be provided an opportunity to develop skills for communicating with others								
Suggested activities/topics:			on-going	13	14	15	16	Graduate
1. Listening skills								
2. Giving and receiving feedback								
3. Assertiveness								
4. Body language								
5. Practice interviewing skills								
6. Following directions								
7. Expressing feelings								
8. Stating opinions								
9. Developing sensitivity to the feelings of others								
10. Use of the videotape for feedback purposes								
11. Giving and receiving compliments								

Needs:

Student Outcome	Presently doing?	How do we rate?	Existing programs or efforts which are related to this outcome					
IX. Students will be provided an opportunity to learn conflict resolution and negotiation skills.								
Suggested activities/topics:			on-going	13	14	15	16	Graduate
1. Roles in conflict resolution								
2. Group dynamics								
3. Negotiation and compromise skills								
4. Skills needed in good employer-employee relations								

Needs:

Student Outcome	Presently doing?	How do we rate?	Existing programs or efforts which are related to this outcome					
X. Students will be provided an opportunity to understand the roles of various business, community, and government agencies and learn how to use their services.								
Suggested activities/topics:			on-going	13	14	15	16	Graduate
1. Field trips								
2. Speakers								
3. Resources								
4. Shadowing								
5. Career/Community service Fair								

Needs:

Student Outcome	Presently doing?	How do we rate?	Existing programs or efforts which are related to this outcome					
XI. Students will be provided an opportunity to complete necessary forms and procedures; to become familiar with procedures in securing and completing various forms.								
Suggested activities/topics:			on-going	13	14	15	16	Graduate
1. Social Security number								
2. Driver's license								
3. Voter registration								
4. Military registration								
5. School applications/registration								
6. Financial aid forms								
7. Job applications								
8. ACT/SAT applications								
9. Scholarship applications								
10. Marriage license								
11. Birth certificate								
12. Credit application								

Needs:

VII

BUSINESS, INDUSTRY AND COMMUNITY RESOURCES

It is important to understand that not all learning occurs within the four walls of the classroom. Many community persons possess knowledge and skills which they would be happy to share with people. In developing guidance and counseling programs, ways should be sought to bring the educational and business communities together in common activities. Many career development activities can be facilitated by bringing community people into the institutions, while others can best be achieved by taking the students into the community.

It may be well to consider establishing an advisory council for the guidance and counseling program. Perhaps existing committees may serve this function. In any case, sufficient opportunity for community input and participation should be provided.

Since institutions cannot provide all the services individuals need, students should be aware of the various agencies which provide assistance and guidance. People need to know the scope of these services and how one may access such services.

Throughout the plan the team approach is emphasized. This teaming is critical in the resource area. No institution possesses all of the resources - either human or material - to serve the needs of students, staff and community.

USE OF RESOURCES

Each guidance department should maintain a file of resources who may be contacted for purposes of student referral, assistance with classroom activities, additional information, or other collaborative processes. A suggested format for maintaining such a resource file would include the following index card:

Resource Area _____

Organization or Agency _____

Address _____ Phone _____

City _____ State _____ Zip _____

Name of Contact Person _____

Nature of resource or service(s) available:

The following list is offered as suggested Resource Areas which may be appropriate for such a file:

1. Guest Speakers
2. Consultants
3. Alternative Education/Options
4. Law Enforcement Agencies
5. Social Services Agencies
6. Job Service/Employment
7. Drug/Alcohol Abuse
8. Child Abuse
9. Sex-related Problems
10. Mental Health
11. Service Clubs
12. Community Organizations
13. Religious Oragnizations
14. Business/Industry
15. Media
16. Labor Unions/Aporenticeships
17. Vocational Guidance Specialists/ Job Developers
18. Local Teachers/Educators
19. Vocational Schools/Community Colleges/ Colleges/Universities
20. Government Agencies (Local, State Federal)
21. Legislative/Legal
22. Professional Organizations
23. Medical/Health
24. Tests
25. Guidance Material Sources
26. Research
27. Military
28. Funding Services
29. Innovative Programs

VIII

PLANNING SHEET

Need: _____

_____

Goal: _____
(May relate to either a Program Component or a Student Outcome)

_____

Evaluation Strategy: _____

_____

Activities	Who	When	Resources Needed (Be creative and realistic)

activities/topics:	Presently doing?	How we rate?	on-going	13	14	15	16	Graduate

34

MONTHLY CALENDAR WORKSHEET

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

IX

COLORADO JOINT ADVISORY COUNCIL FOR GUIDANCE, COUNSELING AND PLACEMENT

The Colorado Joint Advisory Council for Guidance, Counseling and Placement was formed by joint action of the Colorado Department of Education and the State Board for Community Colleges and Occupational Education. This Council serves the following purposes:

A. To assist the guidance and placement personnel of the Colorado Department of Education and the State Board for Community Colleges and Occupational Education in effective and efficient operational practices.

B. To advise the Commissioner and State Board of Education as well as the Director and State Board for Community Colleges and Occupational Education on guidance, counseling and placement related matters.

C. To encourage support of unified efforts in guidance, counseling and placement programs in the State of Colorado.

D. To initiate studies and recommendations related to guidance, counseling and placement.

E. To serve as a clearinghouse for guidance, counseling and placement related reports and recommendations directed to either the Colorado Department of Education or the State Board for Community Colleges and Occupational Education.

On the following page is a list of the current Advisory Council Members. Concerns regarding guidance, counseling and placement issues should be communicated to these representatives.

The postsecondary component of the Unified State Plan for Guidance, Counseling and Placement in Colorado has the approval of the Colorado Joint Advisory Council for Guidance, Counseling and Placement (June 1982).

COLORADO JOINT ADVISORY COUNCIL FOR GUIDANCE, COUNSELING AND PLACEMENT

NAME AND REPRESENTATION	ADDRESS AND PHONE
Harry Anderson (postsecondary administrators)	Director Delta-Montrose AVS 1765 U.S. Highway 50 Delta, CO 81416 874-7671 (office)
Brad Barlow (postsecondary students)	Colorado N.W. Comm. College Campus Box 52 Rangely, CO 81648 675-9949 or 2261 (office) 935-1182 (Denver)
Dr. Eric Eversley (School Executives/Secondary School Principals)	Principal Smoky Hill High School 16100 E. Smoky Hill Rd. Aurora, CO 80015 693-1700, x200
Helen Fritch (Colorado Assn. of School Boards)	183 Gore Creek Drive Vail, CO 81657 476-0103
Eddye Garmany (secondary teachers)	1100 Oneida Place Denver, CO 80220 388-2826
Dr. Gordon Golsan (Assn. of Counselor Educators and Supervisors)	Dept. of Counselor Education Adams State College Alamosa, CO 81102 589-7626 (office) 589-2859 (home)
Mary Hess (parents of public school students and League of Women Voters)	6873 E. Eastman Avenue Denver, CO 80224 759-9892
Robert Stokes (postsecondary Guidance Specialists-CVA)	Vocational Counselor Mesa College 1120 North Avenue Grand Junction, CO 81501 248-1491
Suzanne Louden (elementary school counselors-CPGA)	Counselor Chamberlin Elem. School 2400 Slater Avenue Colorado Springs, CO 80906 576-1181 (office) 598-5135 (home)

Jim Manzanares
(secondary school counselors-CPGA)

Counselor
Central High School
216 East Orman Avenue
Pueblo, CO 81004
549-7302 (office)

Jennifer Pampus
(high school students)

4 Lynn
Lamar, CO 81052
336-4525

Susan B. Romero
(Job Placement in Industry-CAJDPI)

Empl. Relations & Adm. Mgr.
United Banks Service Co.
5700 DTC Parkway
Englewood, CO 80111
770-2400, x249

Peter Tierney
(CETA Prime Sponsors)

Jefferson County CETA
9277 W. Alameda, Suite 100
Denver, CO 80226
277-8020

Nancy Carlson
(school-based
(job placement-CAJDPI)

Arapahoe-Douglas AVS
5833 South Prince
Littleton, CO 80120
795-8206

EX OFFICIO

Dr. Clair E. Glassing, Supervisor
Vocational Guidance Services
State Board for Community Colleges
and Occupational Education
218 Centennial Building
Denver, CO 80203
866-3016

Dr. Betty Hinkle, Director
Special Projects Unit
Colorado Department of Education
201 East Colfax Avenue
Denver, CO 80203
866-5704

SPECIAL CONSULTANT:

Dr. Richard Feller
Department of Vocational Education
Colorado State University
Fort Collins, CO 80523
491-6879